

# Inspection of Greyfriars Catholic School

Cricket Road, Cowley, Greyfriars Catholic School, Oxford, Oxfordshire OX4 3DR

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Inspection dates: 11 to 12 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Lyndsey Caldwell. This school is part of The Pope Francis Catholic Multi Academy Company, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Fraser Long, and overseen by a board of trustees, chaired by Paul Concannon.

## **What is it like to attend this school?**

Pupils enjoy the calm and respectful environment that helps them to study and learn. The school's values of 'knowledge, care and ambition' are evident across the school. Pupils know what is expected of them as they follow the 'Greyfriars' Way'. Relationships between pupils are kind and respectful. Pupils are confident that differences are valued and that any form of discrimination is never tolerated. Pupils behave well in and out of lessons and bullying is very rare. Pupils are proud of their school and enjoy the opportunities they have to contribute to the life of the school and the wider community.

Expectations of pupils in lessons is high. The school is ambitious in its aims for all pupils to enjoy their learning and to flourish as individuals. Pupils often rise to these expectations and try their hardest, even when the work is challenging.

Pupils have many opportunities to develop their skills and interests more widely. There are leadership roles for pupils, such as the being an anti-bullying ambassador or house leader. The school is involved in both local and national partnerships. These opportunities, such as building and launching a satellite in partnership with New Voices in Space, help pupils to be ambitious for their futures.

## **What does the school do well and what does it need to do better?**

Staff have been resolute in transforming this school. Parents and pupils are very positive about the improvements that have been made. They value the productive learning environment, where behaviour is positive and there are many exciting opportunities for all. Those responsible for governance have also strongly supported the school through this recent period of significant change. They provide the appropriate support and challenge as the school collectively focuses on the key improvement priorities.

The school has an ambitious curriculum. In each subject, planning clearly sets out what pupils are expected to learn to achieve well. Action has been taken to ensure that the curriculum is broad, including the recent introduction of more music and drama. The school recognises that further action is needed to ensure the English Baccalaureate is at the heart of the curriculum. This includes providing support in the very small number of subjects where currently, staff have less specialist knowledge.

Pupils benefit from the clear and detailed explanations teachers give in lessons. In most subjects, teachers' strong subject knowledge helps pupils confidently build their knowledge and skills. However, sometimes, pupils' understanding of key concepts is not checked thoroughly enough. Consequently, lessons move on too quickly, resulting in pupils having gaps in their understanding.

The school recognises the importance of ensuring pupils are confident readers with a strong vocabulary. Planned reading sessions in tutor time encourage pupils to read

for interest and pleasure. Specific strategies are used to help pupils who find reading more difficult. Pupils who speak English as an additional language benefit from the help they are given to learn key vocabulary that will be used in lessons. In lessons, pupils are encouraged to say key words aloud and to explore their meaning.

The school has clearly identified which pupils need additional support, including those with special educational needs and/or disabilities (SEND). Teachers are beginning to use this information to help plan lessons which provide the help pupils with SEND need to learn. This work is not yet complete and consequently, some pupils with SEND do not learn as much as they could.

Pupils have a positive attitude to learning. This includes sixth-form students who show resilience as they explore the interesting and often complex content as part of their A levels. These students support each other well in lessons and enjoy their studies. They act as excellent role models for the rest of the school.

While many pupils have high attendance, a small group of pupils do not attend school as regularly as they should. While actions have been taken to support these pupils and their families, the school recognises the need to do more to ensure pupils do not miss too much of their education.

Pupils' personal development is prioritised. Pupils learn and discuss how to be good citizens, the importance of healthy relationships and how to stay safe. Different thoughtful themes are explored through assemblies, tutor times and lessons. Pupils value the many clubs and trips on offer as well as the regular achievement assemblies that celebrate pupils' successes.

Pupils benefit from a range of careers advice and meetings with employers. They are confident that they know enough to make informed decisions for when they leave school. Sixth-form students particularly appreciate this guidance, with many having aspirations to study varied degrees at university.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Teachers do not always precisely check if pupils are secure in their knowledge and skills before moving on to new learning. As a result, some pupils have some gaps in their knowledge. The school should ensure pupils' understanding is checked so that any misconceptions can be identified and addressed quickly.

- Learning is not always adapted successfully to meet the needs of pupils with SEND. The school should carefully monitor the full implementation of their improvements and of the training that is currently taking place. This will help all pupils, including those with SEND, acquire the knowledge they need in readiness for the next stage of their education.
- Some pupils are not attending school as regularly as they should. As a result, they are missing out on vital learning. The school needs to continue to strengthen its actions to support improvement in the attendance of these pupils.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	146800
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10288074
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	668
<b>Of which, number on roll in the sixth form</b>	98
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Paul Concannon
<b>CEO</b>	Fraser Long
<b>Headteacher</b>	Lyndsey Caldwell
<b>Website</b>	<a href="https://www.greyfriarsoxford.org.uk">https://www.greyfriarsoxford.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school opened as a secondary school in January 2021 following the disaggregation of its predecessor all-through school. Its predecessor school was graded as inadequate in October 2019.
- The school is part of the Pope Francis Catholic Multi Academy Company.
- This is a Catholic school and is part of the Archdiocese of Birmingham. The school's religious character was last inspected under section 48 of the Education Act 2005 in March 2022.
- The school uses six registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and

engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with senior leaders, a selection of subject leaders, teachers and support staff. They also spoke to pupils throughout the inspection.
- Inspectors met with the vice chair of the board of directors, representatives from the trust and representatives of the local governing board.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subject areas.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of documents, including the school's self-evaluation and improvement plans.
- The views of pupils, parents and staff were considered through discussions and a review of Ofsted's surveys.

## Inspection team

Nick Simmonds, lead inspector	Ofsted Inspector
Jason Philipsz	Ofsted Inspector
Clare Wilkins	Ofsted Inspector
Louise Walker	His Majesty's Inspector

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